

WETP 2002 Spring Workshop

Bio/Chemical Remediation Breakout Session

April 26, 2002

W O R K E R E D U C A T I O N & T R A I N I N G P R O G R A M

Consensus Points

- The definition of target audiences and their duties/responsibilities are critically important in terms of assessing accuracy and relevancy of training material. ***Start with the end in mind.***
 - NIEHS should strongly encourage federal agencies providing funding to state and local entities in the realm of bio-chemical weapons response to seek out grantees working within their jurisdictions. Grantees should also seek to build contacts with state and local agencies within their respective areas.

Consensus Points Cont'd

- Though difficult, it is essential to keep training materials “evergreen.”
- NIEHS WETP activities should also include radiological and nuclear agents. Attention needs to be placed on these contaminants as well.

Additional Observations

- There is widespread confusion in the implications of terms used for different groups used in the entire workforce – facility operators, first responder, second responder, skilled support personnel, remediation workers. One way to reduce this confusion is to focus on the functions of these groups of workers. 1910.120 and the NFPA publications (471,472,473) can offer useful guidance on this issue.
- We need agent, individual, public health, and monitoring and surveillance techniques in place. All are necessary!

Observations Cont'd

- Sound curricula materials developed for a single weapon agent like anthrax can form the basis for materials developed for other biological/chemical/nuclear agents. The site specific nature of each incident and the stage of response activity will shape the content of specific curricula materials.

Final Recommendations

- **Recommend that NIEHS WETP develop a means to gather information from Awardees and other sources (on training techniques, available resources, current activities) by the end of this fiscal year for use in FY2003.**
- **Recommend that NIEHS WETP quickly develop a mechanism to bring the highest quality of accurate, up-to-date information to all Awardees working on this issue.**

FIRST RESPONDER



**CONCERNS
AT**

TERRORIST INCIDENTS

FIRST RESPONDER

- **MAJOR CHANGES NEEDED IN THE
EMERGENCY RESPONSE
SINCE 9/11**
- **RECOMMENDATIONS NEW
CURRICULUM**

MAJOR CHANGES NEEDED

- MIND SET
- TRAINING
- PPE

MIND SET

- TERRORIST INCIDENT IS NOT A NORMAL RESPONSE
- CONFINED SPACE
- WMD ISSUES

TRAINING

- FIRST RESPONDERS/VOLUNTEERS
 1. FIRE / LAW /EMS/ HEALTH
- SKILLED SUPPORT
 1. CONSTRUCTION, LOGISTICS, MEDICAL EXAMINER, HOSP
- PPE / IC

TRAINING CONT.

- DECONTAMINATION
- HANDS ON
- RECOGNIZE & IDENTIFY
- STRESS MANAGEMENT

PPE

- DERMAL PROTECTION
- RESIPARATORY PROTECTION

NEW CURRICULUM

- INTERAGENCY TRAINING
- FULL SCALE / FULL DRESS SCENARIO
- UNIFIED COMMAND
(FBI, FEMA, DOT,USCG)

LESSONS LEARNED

- INITIAL RESPONSE
- SEARCH AND RESCUE
- INCIDENT COMMAND
- USE OF SKILLED SUPPORT PERSONNEL
- TRANSITION TO POST-EMERGENCY CLEAN UP
- COORDINATION (IN A FEDERAL DISASTER DECLARATION SETTING)

Transportation/Petro-Chemical Industry

Thursday, April 25, 2002

Breakout Session 4

1:15-5:30pm

Thought Stimulators

1) What new training questions have come up after 9/11 and anthrax for Transportation/Petro-Chemical Industries?

- Security issues
 - FBI Warnings
 - Who is responsible?
 - Plant shut down?
 - FBI wanted to know trainee personal info from Teamsters
- Requests for training
- Labels/Signs
 - Removing signs from areas in facilities
 - Truck labeling requirements maybe weakened
 - Less marking (less information available)
- How to talk about larger questions?
 - Pollution prevention
 - Substitution
 - Inherently safe operations
- Truck Security- transit and unattended
- Storage in railcars
- Definition of Risk (the big picture- daily operation vs. terrorist risk with labeling)
- Evacuation/Shelter plan in place
- ER Plan- many scenarios (how does the federal program relate to the regional plan?)
- Anthrax test strips and other biohazard monitoring methods

2) **What resources are available to meet these new training needs?**

- Existing Core Programs & Capacities
 - Trainers
 - Delivery mechanism
 - Organization
 - Infrastructure
 - Workplace experience across crafts
 - Access to workers
 - Curriculum- yes & no
 - Evaluation models
 - Access to resources & Organizations
 - Trained Workers (through our programs)

3) **What additional resources are needed for this training?**

- Real enforcement
- New laws (inherently safe operations)
 - Chemical use reduction
- Money
- Curriculum
- Program development
- More trainers
- Newer resources
 - Technical
 - Exercises
 - Guidelines
- Warning systems (homeland security safety levels)
- Clearinghouse
- Spanish & other languages
 - Educational material
- Good graphics
- Common Guidelines
- Expand Minimum (and/or the word Possible) Criteria

4) How do we get the additional training resources?

- MONEY
- Avoid single issue approach
- Broad approach
 - Comprehensive
- Contact Federal agencies
 - Homeland Security
- Web links
- Use existing staff/trainers
- Use of web training- (some may disagree, but without it many would not get trained)
- Social action (with use of computers- not much social interaction) (with use of web boards able to interact with other users)
- Clearinghouse
 - Web links
 - Homeland Security & etc. org to W.E.T.P.
 - Information Repository
- Meeting- Curriculum Development

Breakout Group 2

Skilled Support Personnel





Response to Thought Stimulator 1

Consensus that SSP role not
adequately defined in
1910.120 (q)(4).



Issues to address to improve effectiveness of SSP

- Cross training of trades, incident command
- Transition from rescue to recovery (write-off first 24 hours)
- Role of federal government
- Site control
- Non-English speakers
- Government contract language and prequalification of bidders
- Effective site-specific plans



Breakout Responses to Thought Stimulators (cont)

2. Separating training for ER and post-ER workers logistically difficult. Site specific training point of differentiation.
3. HAZWOPER core training should be requisite.
4. SSP can better aid search, rescue and recovery efforts. Enhanced training topics suggested.
5. Terrorist incidents should be considered 1910.120 but may not be for political reasons.



Breakout Responses to 6

Improving skills of instructors

- **Instructors for incident response training should have direct experience.**
- **Should be a peer trainer with desire to teach and good skills.**
- **Latest knowledge and technologies should be available**
- **NIEHS should fast-track WMD on-line resources**
- **Military resources need to be explored.**
- **What-if scenarios should be made available**
- **Hands-on exercises critical, stand-alone CBT not appropriate**



Bottom line training for SSPs

- OSHA 10 (Smart Mark) essential
- 1910.120 required
- NFPA 472 Specialist training should be reviewed for relevance
- Site specific orientation

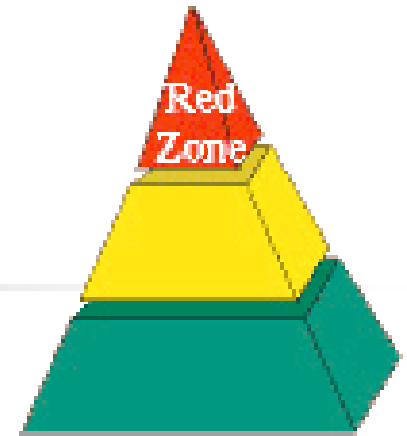


“Wish list” of training topics

- Confined space
- Bloodborne pathogens (Hepatitis B vac.)
- PPE
- Hazcom/ Hazard assessment
- Fire watch
- First aid/CPR (first responder AED)
- Site safety, working around heavy equipment
- Physical hazards – thermal, fatigue (shift work)
- Fall protection
- Psychological stressors



Biochem training



- **Special target audience**
 - Laborers
 - Carpenters
 - Mechanical trades – HVAC, plumbing, sheet metal
 - Service workers
- **Close interface with public health**
 - Syndromic surveillance
 - Chemical inventory/facilities
 - Transportation
- **Focus on hazards**
 - Rad/chem/bio
 - Remediation techniques (asbestos training useful)
 - Larger pool of trainees needed because of apprehension



Delivery method

- Hazwoper instructors
- Integrate WMD modules into OSHA 10
 - Integrate within 10 hours
 - Add to complete 2 days



Suggested Approaches for NIEHS to Provide Current Information

- Website
- Ongoing workshops
- Designation of POC for each grantee
- Online collaboration
- Reports sent to everyone on the list
- NIEHS should do more to promote the grantee WMD capabilities



See you in Baltimore!





WETP Communications: Breakout Session 5

Bruce Breslau, Marilyn Knight &
Sharon Beard



Sharing Lessons Learned

- ◆ Key points on DOE Lesson Learned Database/ Other Resources
- ◆ Easy Access and Data Entry
- ◆ Central Location to Get Information
- ◆ Institutionalization
- ◆ Access to Workers & Employer Involvement
- ◆ Access to Resources



Communications

- ◆ Marketing Plan/ Outreach to Employers/ Industry Regarding WMD Disaster Plans
- ◆ Centralized Organizations/ Team Approach
- ◆ Key Trainers Contacting Industry
- ◆ Developing Model Plans
 - Guidelines for development
 - Key industry contacts
 - Clearinghouse outreach to industry



Crisis Management (CM)

- ◆ Linkages Between WMD/ Disaster Plans
 - ID Triggers or Criteria for Deployment
 - Identify Other Networks/ Models
- ◆ Crisis Management for WTC Workers/
Immediate Need!!!
- ◆ Stress Inoculation
- ◆ CM for NIEHS Programs/ Other Programs



Crisis Management (CM)

- ◆ Crisis Management Interventions
 - On Site Support
 - Defusing
 - Demobilization
 - Debriefing
 - Individual
 - Follow-Up